

# THE SILENT WORKER.

VOL. VI.

TRENTON, N. J., JUNE, 1894.

NO. 10

Written for the SILENT WORKER.

"HOWARD GLYNDON."

Mrs. Laura C. Redden Searing, who is better known by her pen name which we have placed at the head of this article, has probably been more successful in the field of literature and journalism than any other deaf person in this country. A native of Maryland, her parents moved to St. Louis while she was still a child.

At the age of eleven she lost her hearing as the result of a severe attack of cerebro-spinal meningitis, and finding that her deafness prevented her from going on with her studies in the school she had been attending, she entered the Missouri School for the Deaf, then under the charge of the late William D. Kerr, whose sympathy and assistance were helpful to her in many ways. Her first poems were written about this time, and were an expression of the feeling of loneliness resulting from the loss of hearing. She made rapid progress in her studies and developed unusual ease and elegance in the use of language. The work in a school for the deaf, with the amount of writing required, is perhaps more than usually favorable for the cultivation of such a gift, if a pupil possesses it.

At the age of nineteen she was entrusted with editorial work on a religious paper in St. Louis, and the next year she began to contribute poems and miscellaneous articles to the *St. Louis Republican*, concealing her identity under the signature of Howard Glyndon, which she has retained ever since. On the outbreak of the war, her feelings were strongly aroused on the side of the Union, and certain caustic and vigorous articles of hers on the attitude of the local authorities towards the United States Government made so much stir that the secession paper thought it worth while to find out who the writer was. Sarcastic articles, ridiculing the notion of a school-girl's presuming to meddle in politics, instead of crushing her, had the effect of calling attention to Miss Redden's ability, and of making her famous as a writer and as a patriot. Soon afterward she went to Washington as the correspondent of the *Republican*, to which she contributed not only news-letters but a number of spirited war poems which were widely copied and were afterwards published in book form by Messrs. Hurd & Houghton of Boston, under the title of "Lyrics of Battle." It is believed that the book is the only collection of this sort written by a woman on the

Union side during the war. Miss Redden became personally known as an effective force for patriotism to most of the Union leaders, including President Lincoln, Gen. Grant, Gen. Garfield, afterwards President, and others, and enjoyed their confidence and personal friendship. About this time she also published "Notable Men in the House of Representatives," which was well received.

In February, 1865, she went to Europe where she remained for nearly four years, spending most of the time in

Redden went there and took a course of two years, at the end of which time she went to Boston and became a pupil of Prof. Bell, since famous for his invention of the telephone. Afterwards she studied at the Whipple Home School at Mystic, Connecticut. She succeeded in regaining in an unusual degree the soft and distinct speech natural to a refined woman, but her time and eyesight were taken up so closely, except during her lesson hours, in writing, that she did not get the practice necessary to make

W. Searing, a well-known lawyer of New York. They have one child living, a daughter who inherits her mother's taste for books and for the beautiful in Nature. In 1886, Mrs. Searing went to California with the Convention of Instructors of the Deaf, and since then has made her home in Santa Cruz. Unfortunately she has been very much broken in health and has not been able to do any sustained literary work for some years. It is hoped that the delightful and healing climate of the beautiful city where she resides may restore her so far that she may again use her pen to some purpose.

Those who believed in heredity will be interested to know that Mrs. Searing traces her descent through her maternal grandfather in a direct line to Sir William Waller, one of the original proprietors of Maryland and back further to Edmund Waller, the celebrated wit and poet of the times of Cromwell and the Restoration.

Her ancestry is thus in a very close collateral line to that of the great and good John Hampden, the noblest figure in the modern history of England. Her poetical vein and her intense patriotism would seem to have come to her by right of descent and from distinguished sources.

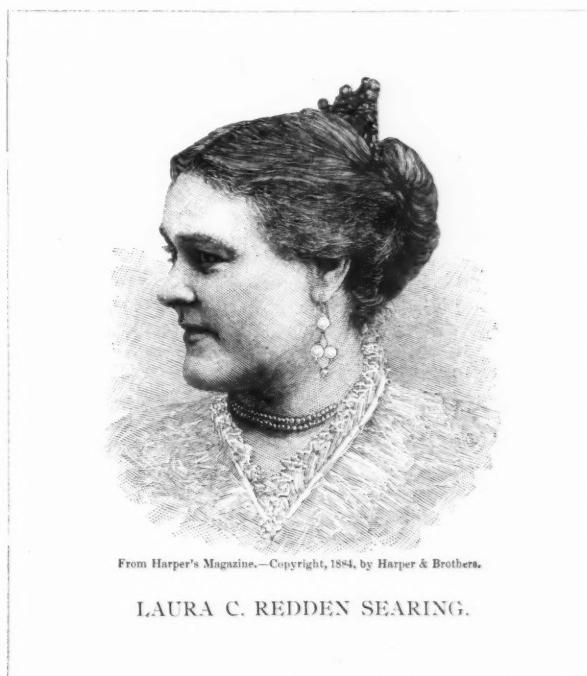
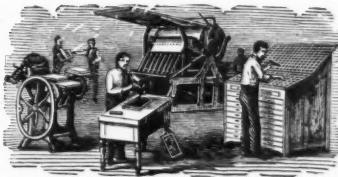
Readers of the SILENT WORKER will remember her beautiful Christmas lyric which appeared in our issue of December last, reprinted from Putnam's magazine.

The latest production of her pen which we have seen is a little poem, "The Hills of Santa Cruz," of which Whittier said that "fine in conception and felicitous in expression, it will cling to the Santa Cruz mountain range forever."

We give, in closing, one stanza of this poem, with the hope that the "strength of the hills," and their tranquillity so beautifully alluded to in these lines may be infused into the overwrought frame of the writer.—

"Ye stand before us like to those  
Meek angels sent of God,  
Who chanting blessings on the earth's  
Imbruted and guilty sod;  
So ye, sweet ministers of hope,  
In mind and heart infuse  
Peace and good will on earth—O, dear  
Dear hills of Santa Cruz."

The weakest living creature, by concentrating his powers on a single object, can accomplish some thing. The strongest, by disposing of his over many may fail to accomplish anything. The drop, by continually falling, bores its passage through the hardest rock. The hasty torrent rushes over it with hideous uproar and leaves no trace behind.—*Carlyle*.



From Harper's Magazine.—Copyright, 1884, by Harper & Brothers.  
LAURA C. REDDEN SEARING.

France and Italy. She was employed as correspondent by the Missouri *Republican* and the *New York Times*, and also contributed to other journals. She was employed, while in Italy, by the Agricultural Department to investigate and report upon the subject of orange and silk-worm culture, and two papers by her on these subjects are embodied in the reports of the Agricultural Bureau. Returning to New York, she engaged in journalistic work of various kinds and also contributed frequently to the *Galaxy*, *Harper's* and other magazines. She was for several years a leading contributor on the *Evening Mail and Express*, writing frequently at the same time for the *Tribune*.

When the Clarke Institution was opened for the teaching of speech and lip-reading to the deaf, Miss

an accomplished lip-reader. During this period she contributed to the *New York Mail* a series of articles under the title "The Children of Silence," advocating the teaching of speech in all schools for the deaf, which were influential in calling the attention of the public and of those concerned especially in the education of the deaf to this important reform which since then has made such headway. Besides occasional papers on this and other subjects, she made a translation from the French of "Memoir d'un Petit Garçon," which was published in 1869, by Hurd & Houghton, under the title of "A Little Boy's Story." In 1874, a second volume of her poems, "Sounds from Secret Chambers," was published by J. R. Osgood & Co.

In 1876 she was married to Edward

Written for THE SILENT WORKER.

SKETCHES SOUTH AND WEST.

Along The Missouri Pacific Ry.

Copyright, 1894,

By G. H. QUACKENBOS.

(Illustrated.)

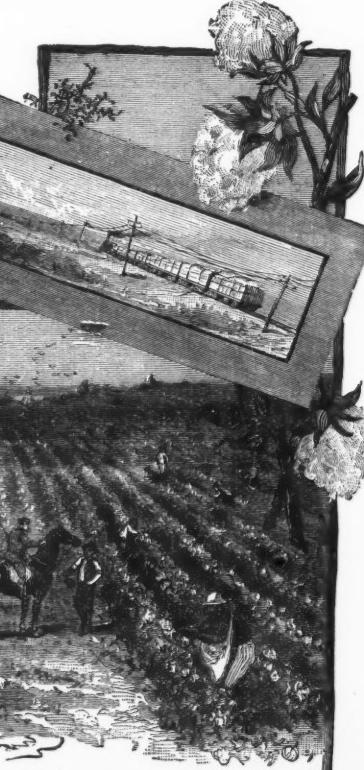
CHAPTER V.

We have been ever climbing higher and higher and every turn of the wheels brings us still upward. All this region is a perfect paradise for the sportsman; I have hunted beneath the shadows of the northern forests and on the sunlit marshes of the South, over the great plains of Nebraska, Kansas and Texas, among the mountains of Colorado and on the mesas of Mexico, but I remember best of all the clear, fish-laden Ouachita river and the camps away back upon the Pine Flats; game of every variety abounds, bears and deer haunt

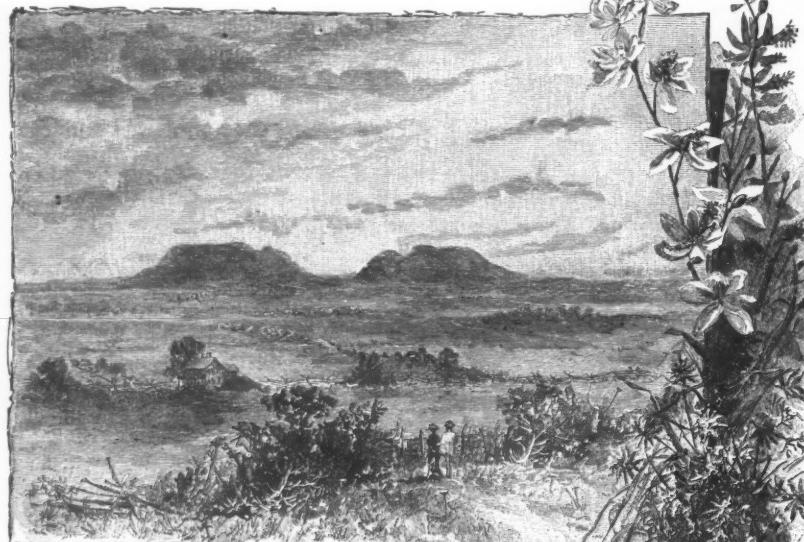
the country becomes more and more settled until the train rushes through village upon village with just an interval between as we near Malvern Junction and the world-famed Hot Springs of Arkansas. We are in a region now where history and tradition meet, where every hill has its legend and every rippling brook tells the tales of three hundred years ago. The Springs themselves are some of Nature's wonders, seventy-two streams of hot mineral waters leap forth from the side of the mountain, at least seven hundred feet above sea-level. Before ever the white man's foot had made its stamp upon the new world, years back as old as is tradition's self, this was the Indian's Mecca, the Fountain of Youth, the land overshadowed by the Great Spirit; a Holy Land for tribes both far and halo of tradition had radiated from sea to

made a final stand and for the first time De Soto met defeat at their hands; relics of this are still to be found upon the old battle ground. De Soto crossed the White River here and at once was treated kindly; without knowing it he had entered the charmed circle where the Great Spirit had decreed no hand should be lifted in blood, wherein no death should come, for here were the Life-Waters to which from immemorial time the tribes had brought their sick and where the Spirit disturbed the waters as did the Angel the pool of Bethesda. Forbidden to shed blood within the sacred circle of the Land of the Healing Waters, the Indians resorted to stratagem to draw De Soto from the place. Quickly they learned the Spanish love of gold and so they told of fields of precious metal lying east a few days march, thus the Indian guides brought the Spaniards to the well known lead and zinc fields of southwestern Missouri, and here again the legends of the tribes which have removed from that locality take up the story of De Soto's visit, and Turn-Back creek of Greene Co. is so named by

translation of its Indian name, for from here it was that De Soto returned from this expedition for the silver which turned out to be a zinc-lead alloy when they had carried it far. Worn out by the strain of long marching and overcome by his bitter disappointments, at this juncture De Soto became ill, and of the many Indian legends still surrounding these Springs perhaps the most beautiful is the one which describes the infatuation of an Indian girl whom the Spaniards named Eulalia, for the noted explorer, and of his being borne back by the Indians through her influence to these same Springs and of his partial restoration to health through her devoted care. History tells us that upon his return to the *Espirito Santo*, the Mississippi, while building boats to descend that river he fell



ARKANSAS COTTON. (Iron Mt. Route.)



ARKANSAS FARMING.

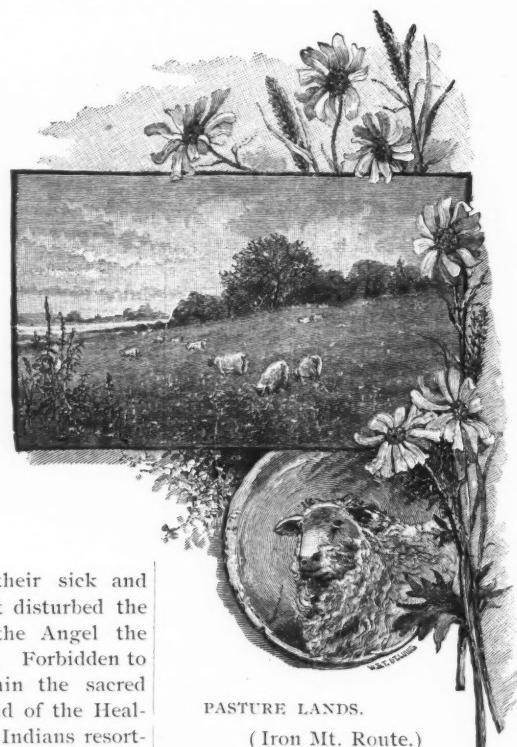
(Iron Mt. Route.)

the forests, ducks without number hide along the reedy margins of the shallow lagoons and innumerable quail dust themselves by every wayside and glide in and out under the hedge-rows. I could never tire of this region in company with my two setters, backed by the grand old L. C. Smith Hammerless, and pleasanter days I have nowhere spent than here. Again we pass over level plateaus and again through miles of forest-covered hills.

The climate of this portion of the State blends north and south into a temperature free from the extremes of either. Along the hill-sides roam numberless sheep, but Arkansas cotton stands far in advance of her wool product, rivalling in some districts the famous Sea Island variety.

Passing beyond Prescott, fleecy fields of cotton stretch far away until they seem to roll up in the soft white clouds; and so the landscape varies alternating fleecy white with waving green and veined with deeper green of wooded glens; but as we proceed

sea; it had been told to Ponce De Leon as a Fountain of Eternal Youth far away to the westward, and the legends gathered as he passed from tribe to tribe led him vainly onward forgetful of all besides. De Soto, so legend tells us, heard again and again of the "Land of Boiling Waters" a few marches toward the setting sun until he, too, turned from his first purpose and marched westward in its quest, but the Indians, ever jealous, led him through swamps and brakes ever away from the land they held so sacred. De Soto, fevered by all he had heard, was not to be so easily held at bay and at length he made a bold dash for the spot, traversing the high ground between the White and Arkansas rivers and again plunging through almost impenetrable swamps beset by deadly ambuscades, he reached a position close to where Jacksonport now stands. Here tradition tells us the Indians



PASTURE LANDS.

(Iron Mt. Route.)

a victim to fever, and found a sepulcher and a monument in the great river he had discovered.

It is said that during the prevalence of a frightful plague whose ravages had laid waste the tribes from far and near the Indians first discovered the magic powers of the "Healing Waters," and from that day and forever after the valley was regarded as sacred by them. Within the halo of awe and veneration warfare was never carried. The Kanawaga called it Wan-a-ta-ka, which means the "Land of Peace." Here all met in

friendship; even the most hated tribes here met, here came unharmed, and here remained till healed, for the Great Spirit had told them he would take away his breath from the waters and they would be cold forevermore from that same day when taint of blood desfile them.

No war-whoop terrified the squirrels here and even the little birds were tame beside the pools where every day was marked by Sabbath consecration. But all things change; nestled in the valley and walled in between the Sugar Loaf, the Indian, and the West Mountains lies the city of Hot Springs; the large Government Hospital and buildings, the magnificent Arlington hotel, with many others dot the hills and valleys, and within a small radius of these are the Cold, the Hot, the Sulphur, the Magnesia, the Iron and the Dripping principal. Professor Yates at once

of Centre street is the far-famed school for the Blind, but what will interest the readers of the *SILENT WORKER* more is the State Institute for the Deaf, standing upon a beautiful wooded hill with its neatly kept grounds and charming site; northward rolls the broad expanse of the river while to the east a birds-eye view of the Capitol city is offered. Under the energetic superintendence of Professor F. D. Clarke this institution rapidly grew and constantly increased its scope of usefulness, new classes were formed year by year and many improvements were made. Upon Professor Clarke's resignation Professor Frank B. Yates, the present superintendent, was elected and on December 1st, 1892, he took up the work which had been so ably carried out by its former

light plant. He has added the trades of carpentry and tailoring to those already taught, and many of the institute buildings have been greatly enlarged; other improvements have been made and under his guiding hand the Institute has been led to the front where it is sure to remain an honor to the State and a credit to its officers.

Here we shall rest with the closing school year, and resume our trip with the next issue of the *SILENT WORKER*.

Written for THE SILENT WORKER.

#### PHYSICAL TRAINING.

Nothing, save a few articles relating to Calisthenics, is ever written on the subject of physical training in deaf-mute schools. Nearly all the papers that are published treat only of the mental training, and this important part (as will be seen) is left

operates during their connection as soul and body. Improve the apparatus and then the work which the mind performs is facilitated and improved. So it will be seen that physical education is far more important than is commonly imagined. Without a due regard to it and a stricter and more judicious attention than is paid to it at present, many a deaf pupil cannot attain the perfection of his nature.

The construction of the human frame shows that it was intended for motion, alternately with repose, and not for a state of absolute repose. Neither is the mind with its many faculties and organs of sense which serve to connect it with the external world. Disregarding the laws of nature, it could but naturally bring a punishment. The homely old adage, "Too much work and no play makes Jack a dull boy," is too true.

The mind, if allowed to be inactive, loses its capacity for exertion when required; so it is with the body. It becomes a prey to diseases. It is not intended that physical education be confined to the prevention of diseases only, but its aim should be to raise the man to the summit of his nature. It is not the intention in writing this up to discuss the purely physical aspect of the subject but the utility of physical education in relation to the mental.

It has been shown in my experience with the deaf that where there is no active exercise no very bright pupils could be found. Watch the pupils closely and it will be found to be true.

The importance of encouraging the pupils to physical exercises should be discussed at the conventions which assemble with the purpose of elevating the deaf.

Let the pupils have the benefit of plenty of active outdoor exercise and it will not be regretted. It will be surprising to see what they could do in the school room.

U. G. DUNN.

On the wild rose tree  
Many buds there be,  
Yet each sunny hour  
Hath one perfect flower.  
Thou who wouldst be wise,  
Open wide thine eyes—  
In each sunny hour  
Pluck the one perfect flower.

R. H. Gilder.

#### The Most Useless Thing.

What do our young folks think of these words of Charles Dudley Warner?

If I owned a girl who had no desire to learn anything, I would swap her for a boy. If the boy did not desire to learn, I would trade him off for a violin or rookwood vase. You could put something into the vase. The most useless of things is that into which you can put nothing, and from which you can get nothing. The boy or girl who has no wish to know anything is the one and becomes the other.—*Mute Companion*.



THE ARKANSAS DEAF-MUTE INSTITUTE—LITTLE ROCK.

Springs, and Hot Springs of to-day is a resort too well known for further comment here. Traveling from this place the scenery for many miles is as grand as the beautiful Ozark Mountain ranges can make it, and still farther on again it becomes but a repetition of that already described until at length we reach Little Rock, appropriately called the "City of Roses," but it is also a city of great enterprises. It contains many schools and colleges, the Arkansas University together with its medical department is worthy of mention, the Little Rock University is an imposing structure crowning University Hill, and standing 100 feet above the level of the Arkansas River, St. Mary's Academy stands amid magnificent forest trees and from its observatory an extensive view of the city may be had. At the end of the beautiful vista

fell in line with his predecessor; his long experience with the Deaf and his thorough familiarity with the duties connected with the management of such a school soon made themselves felt and the institution continued the rapid growth which had marked its previous history. Its attendance has increased from the fifty-four pupils which it had in 1883 to its present enrollment of one hundred and thirty-seven, and each year has shown an increase over the preceding one. During the short tenure of office of the present principal, the school has made continued progress in the right direction. By his indomitable energy Prof. Yates has obtained appropriations amounting to over fourteen thousand dollars, which have been used with excellent judgment, besides all this another thousand has been obtained for an electric

behind. As a factor in the problem of education, physical training is a necessity.

Education is divided into three branches, viz.:—Physical, Moral, and Intellectual. The three have their seats and instruments in different parts of the human system and those parts are necessarily connected by sympathy. They are so intimately connected that the improvement of any one of them may be made to contribute to that of others, and if one of them is injured or benefitted, the others are affected in corresponding manner.

Being derived and nourished from the same sources and each of their parts being necessary to the perfection of the whole, it would be singular were it not so.

The human frame constitutes the machinery which the mind alone

## THE SILENT WORKER.

### INDUSTRIAL.

*In future we will print under this heading communications from individuals, comments or newspaper extracts relative to the Technical or Industrial progress of the deaf.*

A year ago, we commenced the "Industrial" department for the purpose, as has been shown in preceding numbers of this paper, of showing up the abilities of the deaf in the various lines of pursuits, and we flatter ourselves with the belief that it has been appreciated. Next term we shall continue this department and try to improve it.

\* \* \*

During vacation a new building for industrial purposes is expected to be put up and fully equipped with improved machinery and other accessories. This means increased advantages to the pupils for learning more thoroughly the trade which they may choose to learn. The printing office expects at least \$1500 worth of improvements. A cylinder press of the latest make will be among the purchases, on which the new volume of the SILENT WORKER will probably be printed. While the responsibilities of the instructor will be increased, the pupils will receive experience not heretofore enjoyed; surely no apprentice can become "full fledged" until he has worked around both cylinder and job presses.

\* \* \*

The Yonkers *Herald* recently started a subscription list to attach pneumatic tires to the wheels of that city's ambulances, and it met with a ready and generous response. Such an idea was the outcome of a proposition suggested to the city by Mr. Robert E. —Maynard, a semi-mute, who on a wild and stormy night had occasion to see a patient conveyed to the hospital over rough roads. He discussed at length in an article the merits of pneumatic tires. Now that the city ambulances are to have pneumatic tired wheels, many a sufferer will be eased in passing rough spots and their thanks will go out to that suggestive thought.

\* \* \*

The illustrations "Pasture Lands" and "Arkansas Cotton," are the work of Mr. A. M. Blanchard of St. Louis, whose illustrations in past issues of THE SILENT WORKER have charmed and entertained the readers. We are sorry that there is not enough money in the business now-a-days to induce him to continue work in that line which we imagine must be very fascinating to any true artist.

\* \* \*

Among the latest and one of the best introductions into the public school system is that of manual drill in military form after the formula of the national guard. The idea is to strengthen and fit young men for a life of hardship, and impart a knowledge of tactics. Such drills as are

adapted to the movements in industrial training will be found highly beneficial.

\* \* \*

The boards of education of the State of New York hope ere long to add to the public school system now in use the department of an industrial school and school for special training for those scholars whose means do not allow of their following a higher course of study in colleges. To such are to be taught the branches of shorthand and stenography.

\* \* \*

The Canadian *Mute* is one of the few newspapers of the deaf that comes to us regularly full of substantial reading matter. The editorial and mechanical management of the paper make an excellent team.

\* \* \*

Mr. McCann, instructor in the painting and glazing department of the Philadelphia Institution, with his usual enterprise and ingenuity, has planned and made a "Manual Training Color Board," to be used in his department, as an aid in teaching the boys how to mix and properly arrange the material for painting.

The board is 4½ feet long and 3 feet wide, placed in a frame 6¼ feet high and 4¾ feet wide. The frame is made of oak and finished in maroon and gold. The board is placed in the frame and made to swing on pivots in the sides of the frame, allowing either side to be seen as desired, and held firmly in place at the top by means of a small button.

There are, on the one side, fifty-one different colors, each occupying a few inches on the board with a centre piece of three colors, Red, Blue and Yellow, from which any one of the fifty-one colors may be drawn. On the other side there are thirty-four designs of different building materials as—imitations of stone, marble, granite, brick in colors, wood, for finishing the inside of buildings, colors of paints for inside work, and wall and ceiling paints. The chief feature of the board is its value as an educator, for it presents to the boy, as hardly any other way can, the harmonious blending and arranging of colors. The boy has directly before him the color he wishes to use, and can contrast it with the other colors which are also directly before his eye, so he can hardly fail to appreciate the difference in shades.

It also contains, on each side, a marginal space of a few inches in which a number is placed, corresponding to the number of the color or the design, with full and explicit directions how to mix and properly prepare the paint. The board is very neat, and for that one quality alone, is an ornament to the shop, but with its neatness it also has usefulness. Mr. McCann deserves credit for the neat and original design, and thanks for his ingenuity and skill, for placing in our shops such a useful article.—*Silent World.*

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### SKILLED LABOR.

There are employed in and near Boston several stone-cutters who came from England and Scotland. It is a noticeable fact that stone-cutting and kindred trades in metal and wood are extensively taught deaf-mutes in Europe. The finest work in the magnificent city hall of Glasgow was done by deaf-mute workmen, those who rank the very first in their callings. Why should not our own people in this country be trained in the same way?

The answer most likely lies in this; that the apprentice system which prevails in Europe gives the deaf-mute advantages not possessed in this country which is trade-union ridden. Another fact is that trades taught in our American schools are perhaps intended more to supply the needs of the institutions than to give the deaf a technical mastery of trades best adapted to their capabilities. There is great room for improvement here. We read a great deal about a technical school to be established under the auspices of the National Legislature: but in our opinion the most proper and important place for technical instruction is right here in our own State school work-shops. Hundreds will profit here to one benefitted at a National trades school.—*Selected.*

#### A Deaf Flagman.

The Chicago *Democrat* of May 13, paid a compliment to a deaf flagman for being a faithful servant of the railroad company. It is as follows:

"Men and measures are the two material things that go to make up all that is noble or ignoble in corporations, institutions, governments or countries of the former. We have good or bad presidents, mayors, trustees or servants. If bad, measures and orders of the very best intent are corrupted. While on the other hand good men are all that is required to make and execute good measures or obey orders. This is admirably illustrated in the person of Myron L. Crane, crossing-tender at 60th and Wallace streets for the Chicago and Eastern Illinois railroad. As a public servant, Mr. Crane is the most attentive, prompt and punctual that has come under the notice of the writer. His crossing is situated in a densely populated neighborhood where there are thousands of small children who cross and recross the company's tracks from morning till late at eve, but the ever-watchful eye of Crane is upon them with the care of a father and none is hurt or frightened by approaching trains.

"Fathers and mothers in the neighborhood are perfectly at ease when their little ones are out for they know that as long as this most patient and worthy individual is on duty that no harm can come to their little ones. The railroad officials are to be congratulated upon having in their employ such a faithful man and should promote him, even at the expense of the neighborhood in which he is stationed."

Mr. Crane is deaf as a post, but he keeps his eyes busy all the time. He has been with the company more than seven years and there never was an accident while the crossing was in his charge. His station is directly opposite Mr. Colby's residence, Englewood, Chicago. We believe he was educated at the McCowan oral school.

Oscar Rader is running a barber shop in first class style in Topeka, Kan.

### INDUSTRIAL NOTES.

#### The Deaf in The World of Labor.

—Mr. R. V. Jones, a deaf-mute, has a job printing office of his own in Topeka, Kan., and is much pleased with his good prospects. His patronage is large.—*Critic.*

—Samuel Frankenheim, who is in the photo-printing business in New York, has moved his office to 136 Reade St., where he reports business very brisk in his line.

—Hermann Burose, of Detroit, who was business manager of the *Sower*, a weekly spiritualist paper, has established a commercial printing office in New Baltimore, Mich.—*Exponent.*

—A Greek deaf-mute, Nestor Varveries, who received his art education in Paris, is winning recognition as an artist in his native country. His latest effort is a historical subject in which Leonidas is the central figure.—*National Exponent.*

—Miss Daisy Way, of Kansas City, although totally deaf, holds a position as book-keeper with the Lombard Investment Company, Kansas City, and during the dismissals incident to these hard times, she has been retained over many hearing persons.

—J. T. Trickett, of Paola, succeeds Mr. Nessly as foreman of the printing office. He held the same position ten years ago during the school year of 1883-4. Mr. Trickett is a deaf man, but speaks well; is one of the best lip-readers in the West, and an intelligent, Christian gentleman.—*Kansas Star.*

—It is stated that Mr. Cad. C. Washburn, a graduate of the Minnesota School and of the National College for the Deaf, has been admitted to the life class of the Art Students' League, New York, a privilege which is obtained only through a severe competitive examination. There are only seventeen out of seven hundred students in the class.

In a letter received a few days ago from Redmond, he says that permission has been granted him to make copies of pictures in the Louvre, a concession which is of itself a mark of distinction, since it is accorded only to artists of known merit. Redmond says that of six thousand painters sent into the Salon, only thirteen hundred were accepted.—*Cal. Weekly News.*

—N. Pachrach, a deaf-mute engraver of Vienna, has been commissioned with the design and execution of the medals to be awarded at the Austrian Exhibition of food supplies, coast relief appliances, military commissaria and ambulance and hospital service, and means and methods of transportation. This is the first instance where such an important commission has been entrusted to a deaf-mute artist in Austria.—*Exponent.*

#### Corot and his Pupil.

Corot the artist had a deaf and dumb pupil. The young fellow was employed in copying one of his master's beautiful pencil drawings, when he even tried to imitate a stain of glue which was on the paper. Corot, when he saw it, smiled, and said, or at least wrote, "Tres bien, mon ami; mais quand vous serez devant la nature, vous ne verrez pas de taches." (Very well, my friend, but when you are before Nature you will not see any stains.—*Our Deaf and Dumb (Eng.)*.

#### A Deaf Mute's Enterprise.

There is a little cobbler shop at No. 70 John Street, whose owner certainly deserves public patronage. He is Edwin M. Lyng who can neither speak nor hear. This misfortune, however, does not prevent him from making a noble effort to earn a living and he is prepared to do all kinds of boot, shoe and harness repairing. He is an excellent workman and can be relied upon to give satisfaction. He should be patronized liberally and aided in his efforts.—*New Brunswick (N.J.) Daily Times.*

**WHAT DEAF-MUTES CAN DO.**

An Interesting and Instructive Exhibition at the State School Yesterday Afternoon.

(From *The True American*, June 13.)

The annual exhibition of the New Jersey School for Deaf-Mutes was held in the chapel of that institution yesterday afternoon, and the work done by the pupils, many of them but little tots, was indeed wonderful. The careful and earnest instruction of their teachers was clearly discernible to the fair sized audience present, among which were many prominent ladies and gentlemen of the city.

The programme opened with prayer by Rev. Oscar S. Bunting, of St. Michael's P. E. Church, and was followed by exercises by the pupils of different grades, as follows:

Writing Sentences—"Five Slate Method," by pupils five months at school. Taught by Mrs. M. P. Ervin.

Exercises—First Grade, Sense Training, Vocal Drill, Speech, Lip-Reading. Taught by Miss Edith E. Brown.

Description of Objects—Third Grade. Taught by Mr. R. B. Lloyd.

Oral lesson in Mental Arithmetic—Fourth grade. Taught by Miss Jean Christmas.

Literature Class—Seventh grade. Taught by Miss V. H. Bunting.

Local Geography—Fifth grade. Taught by Miss F. A. Brown.

Arithmetic—Eighth grade. Taught by Dr. G. H. Quackenbos.

Lip-Reading—Second grade. Taught by Mrs. Rosa Keeler.

The pupils acquitted themselves well in all of the above exercises. A lady in the audience handed up a fan adorned with a thermometer, and when one of the little girls was asked what it was she replied with her voice: "It is a temperature." This showed that she had a knowledge of its use although not able to give its correct name.

Many of the pupils speak with their mouths, although they cannot hear what is said to them. The teachers asked them questions, as was a part of the exhibition yesterday, and they, from watching the motions made by the lips, were able to write on the blackboard whatever was asked, whether it related to arithmetic, geography or any other study. This instruction is called lip-reading. A pleasing feature of the exhibition was the work by four little girls in the study. One of the girls acted as "teacher," and when her regular teacher told her what to ask the other pupils she did so, and they wrote the sentences she gave them very often correctly. The "little teacher" made sure that her lessons were perfectly answered before she gave them any more.

At the close of the exhibition Prof. Weston Jenkins, A. M., the principal of the school, introduced to the audience Mr. F. W. Booth, principal of the Manual Department of the Pennsylvania Deaf-Mute School at Mount Airy, who was a distinguished visitor present. Mr. Booth spoke briefly of

the great work of instructing the deaf and what the teachers have accomplished in the few years that the pupils are required to be at the school. He alluded in the highest terms of praise to the exhibition which he had just witnessed.

Prof. Jenkins presented certificates to Chas. A. Fay, of Newark; Sarah C. Cassidy, of East Orange, and Harriet C. Hammell, of Riverside, who have completed the term at the school.

The audience was then allowed to inspect specimens of drawing, china decoration, plain and fancy sewing, and printing, which were displayed in the corridor facing the main entrance to the building. Copies of the *SILENT WORKER*, the monthly published at the school, were also shown. The paper is well printed, the illustrations are excellent, and it is a beauty, typographically speaking.

The pupils also publish a daily paper called the *Bulletin*, which is a credit to its young editors. Yesterday's issue was composed of the following items:

The weather to-day is warm and cloudy. We hope it will not rain.

The printer boys are hustling to get the *SILENT WORKER* out on time.

Mrs. Jenkins found her lost pin at Grant's dry good store. Mr. Hearnem brought it home.

Dinner to-day is half an hour earlier than usual, to allow time to get ready for the exhibition.

The *Educator* is publishing portraits of leading educators of the deaf. This month it is our principal.

Mrs. A. V. Manning sent us a large basket full of beautiful roses for our exhibition. We thank her very warmly.

This afternoon at half-past two o'clock there will be an exhibition in the chapel. We hope there will be many people to see it and that they will enjoy it.

Lottie Tilton's mother came here this morning. She brought a bunch of lovely flowers. Lottie was delighted to see her. Mrs. Tilton will take Lottie home with her.

The printer boys have done well in their contest for the prize. Fay shows great improvement. Smith does very well. Polaner, though lately promoted from a "devil," and although one of the "kids," is among the best workers.

Yesterday afternoon Mrs. Keeler took Lena Schaublin home with her. Lena had a perfectly lovely time. At the table she asked for everything she wanted by speech. Mrs. Keeler was very proud of her, because she talked so well and behaved like a little ady.

**SEEN, BUT NOT HEARD.**

"Come, little one, we'll take a walk,"  
To baby May I said,  
No answer came, she looked away  
And tossed her pretty head.

Amused to see the puckered face,  
Yet fearing lest she'd cry,  
I ventured, "what's the matter, May?"  
Then softly the reply:

"Why, auntie, do you think I'd go  
And leave my dolly here?"  
"Well, if she will be good," I said,  
"By all means bring her, dear."

"She's always good, and when we're out,  
She never says a word:  
I've told her little children should  
Be seen, but never heard."

*Aileen Marie McDonald in Little Ones.*

**A Tribute to The Original Teachers of the Deaf.**

(From *the Microcosm*.)

"Not less their praise, nor less their high reward  
The unequalled heroes of a task more hard;  
Enthusiasts, who labored to bridge o'er  
The gulf of silence, never pass before.  
To reach the *solitaire*, who lived apart,  
Cut off from commerce with the human  
heart:  
To whom had been, all goings on below,  
A ceremonious and unmeaning show;  
Men met in council, on occasions proud,  
Nought but a mouthing and grimacing  
crowd  
And all the great transactions of the time  
An idle scene or puzzling pantomime.  
Children of silence, deaf to every sound  
That trembles in the atmosphere around  
Now far more happy, dancing ripples break  
Upon the margin of that once stagnant lake,  
Aye by fresh breezes overswept and stirred  
With the vibrations of new thoughts  
conferred.  
No more your minds are heathenish and  
dumb,  
Now that the word of truth and grace has  
come.

—Abraham Coles, M. D.

**DEAF AND DUMB.**

A GROUP BY WOOLNER.

ONLY the prism's obstruction shows  
aright  
The secret of the sunbeam, breaks its light  
Into the jewelled bow from blankest  
white;  
So may a glory from defect arise:  
Only by Deafness may the vexed love  
wreak  
Its insuppressive sense on brow and  
cheek,  
Only by Dumbness adequately speak  
As favoured mouth could never, through  
the eyes.

—Robert Browning.

This is a "gem of purest ray." In order to understand it fully, it is necessary to know that the "group by Woolner" is of two deaf and dumb children—the one as if speaking, the other in the attitude of listening. The speech denied passage through the lips, breaks out in rarer beauty from the eyes; and for the hearing denied entrance by the ears, there is, instead, a subtle responsiveness of brow and cheek to the spirit utterance from the soul of the other; so that love, though "vexed," is not suppressed.

The exquisite beauty of the illustration of the "prism's obstruction," and the tender pathos of the thought, will be manifest to every reader.

—Two deaf children, educated at the North Carolina School, are the offspring of one of the famous Siamese twins. Their father left them the money he made in his tours around the world.—Ex.

—Rev. J. H. Eagleton, of Columbus, O., has been appointed Superintendent of the Ohio Institution.

—Prof. E. McK. Goodwin, of Raleigh, was elected Superintendent of the School at Morganstown, N. C., at a recent meeting.

—The Northern New York Institution, at Malone, has added a number of choice books to its library.

—The Arkansas School has secured a dynamo and engine for electric lighting purposes. Gasoline and poor light must go.

**How to Prepare Manuscript.**

Some years ago, *London Notes and Queries*, in answer to a question from a reader as to how to prepare manuscript for publication, published some little verses which we reproduce below. Our readers will find them helpful:

Write upon pages of a single size,  
Cross your t's and neatly dot your i's;  
On one side let your lines be seen—  
Both sides filled up announce a verdant  
green.

Correct—yes, recorrect—all that you write,  
And let your ink be black, your paper  
white.  
For spongy foolscap, of a muddy blue,  
Betrays a mind of the same dismal hue.  
Punctuate carefully, for on this score  
Nothing proclaims a practised writer more.  
Then send it off, and, lest it merit lack,  
Enclose a stamp with which to send it  
back;

But first pay all the postage on it, too,  
For editors look black on "six cents due,"  
And murmur, as they run the effusion o'er,  
"A shabby fellow and a wretched bore!"  
Yet, ere it goes, take off a copy clean—  
Writers should own a copying machine:  
Little they know the time that's spent,  
and care,  
In hunting "copy" vanished—who knows  
where?  
Bear this in mind, observe it to the end,  
And you shall make the editor your friend.

**HE COMMITTED SUICIDE!****The Cause and Its Lesson.**

Why did he commit suicide? Oh! for the same reason that thousands of others are on the verge of the same sin, or in immediate danger of insanity, paralysis, idiocy, or some other equally unfortunate result of any nervous affection. He knew he was afflicted with a nervous disorder, but was careless, apparently indifferent to the outcome: or he may have lessened his chances for recovery by treating with physicians who had little or no knowledge of such affections, or by deluging himself with worthless so-called remedies. His case was a sad one, but no worse than that of any other nervous sufferer, who has nervous or sick headache, biliousness, dizziness, irritability, melancholy, failing memory, hot flashes, fainting, sleeplessness, nervous dyspepsia sexual debility, epilepsy, etc. The same or similar consequences are likely to result to any one who has any of these advance symptoms of an awful end. Do not hesitate in getting ride of them by intelligent treatment. Dr. Franklin Miles, the celebrated specialist, has studied nervous diseases over 20 years, and has discovered the only reliable remedy for them. Thousands of voluntary testimonials prove the virtues of Dr. Miles' Restorative Nervine.

Alonzo Barker, of Clinton, N. Y., writes: "I was so afflicted with extreme nervousness that I was on the verge of insanity. My hand trembled so that I could scarcely feed myself. I used twelve bottles of Dr. Miles' Restorative Nervine, and was cured. It is with pleasure I recommend this wonderful remedy for nervous troubles."

"I had been a great sufferer from chronic headache until I began, about four months ago, to use Dr. Miles' Restorative Nervine and Pills, since which time I have not had a headache. Several of my friends are using Dr. Miles' Remedies, and find them, as I did, to be more than you claim for them."  
—Mrs. Mary Kister, Los Angeles, Cal.

W. H. Capwell, editor Tribune, Plymouth, Pa., writes: "My wife was cured of sick headache of many years' standing by the use of Dr. Miles' Restorative Nervine. She has recommended it to her friends, and they all praise it highly."

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AT THE

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THE SILENT WORKER,

TRENTON, N. J.

Entered at the Post Office, at Trenton, as  
second-class matter.

JUNE, 1894.

THE Minnesota School for the Deaf sends us a copy of "Vacation Readings for the Little Ones," a 44 page pamphlet of convenient size for the pocket, made up of language lessons from the year's course of the three youngest classes.

The purpose of putting these lessons into type and giving a copy to each pupil is to encourage the little ones to read, and to assist parents and friends in keeping up what the children have already learned and in adding to their stock of English. The idea is a very good one and might with advantage be followed elsewhere. We have done something of the sort, and have found the advantage of so doing.

In reviewing what we have accomplished during the last year we do not wish to indulge in any self-laudation. Our friends of the institution press have very kindly said more in favor of our work than we should like to say for it. We will only remind our readers that we have given illustrated articles of sport and travel, portraits of persons prominent in connection with the education of the deaf, discussions and illustrations of school-room methods, and correspondence from different centres of interest. All these features we mean to retain during the next year and we hope to add others which we trust our readers will find interesting. We wish to extend our thanks to those who have favored us with friendly expressions of interest and approval. Such words encourage us to fresh efforts to make the SILENT WORKER more worthy of approval from the most critical.

"Things are not as they used to be." Time was when one school developed a good thing in one line of teaching, another excelled in a different direction, and other schools were content

to admire without imitating. Now-a-days when one school scores a point on some new kind of work, all the other schools are keen to adopt and if possible to improve on the new methods. We notice in the papers and in the programs of school exhibitions which reach us from all parts of the country, indications of progress in many directions. The increase of communication between different institutions by visits of principals and teachers, the circulation of institution papers, the careful reading almost universally given to the *Educator* and the *Annals*, and the yearly meeting of so many teachers at our conventions are chiefly accountable, we suppose, for this great and beneficial change.

THE long summer vacation is upon us once more and the question naturally suggests itself: "How can we best spend the time, so as to make this long break in our school work useful to ourselves and to the children who come under our instruction?" The first idea which we connect with vacation time is that of rest, and in most cases a faithful teacher stands in needs of some lightening of work and change of scene at the end of the school year. But no healthy person needs or ought to have three months of entire idleness out of every year. A great many teachers, impressed with this feeling, devote their vacations to study in some of the summer schools which give instruction in all subjects, from the hyssop that springeth out of the wall to the determination of the origin of evil. With true American eagerness these teachers often plunge so deep into study that the end of vacation finds them more fatigued than they were at the beginning.

Without diminishing its value as a period of rest and recreation, we think that the summer vacation may be so used as to make the teacher stronger in mind as well as in body. It gives the time and places one in the right surroundings for thought. While freed from the pressure of to-morrow's lessons and of approaching examinations, one can look at one's work in its larger aspects and may perhaps see where one's energy may for the next year be expended along lines which promise better return than one has secured from the last year's work.

Study, if not carried to the point where it becomes a form of excess, may and ought to occupy a part of the vacation time. During term time the relaxation which strengthens for work is best gained by going out among men and women, by keeping abreast of the every-day interests of society. In vacation, solid reading and study give, the most beneficial change.

The rest and amusement which furnish the reason for existence of vacations should in all cases include

physical exercise of kinds and degrees of intensity suited to the strength and the tastes of each one. Cycling, fishing, boating, tennis, walking are all excellent. For ourself we find two hours' work in the garden, beginning about sunrise, one of the most pleasant forms of exercise. But, however one may spend one's vacation, the beginning of the term should find one strengthened in body, with nerves newly strung and with mind enriched by new knowledge and widened by careful thought.

RECENT action by the Legislatures of New York and of New Jersey respectively illustrates so clearly the difference between the right and the wrong way of treating the subject of public education that we can not forbear to point a moral with the story. In the June number of the *Educational Review* Mr. S. H. Olin gives the history of a movement designed to reform the present cumbrous and inefficient system of public school administration in New York City. A competent commission, appointed for the purpose, drew up a bill providing for the organization of such a system as has been proved by the experience of other cities to be in every way excellent. The bill was taken to the Legislature, introduced and referred to a committee, where it rested through the session, no effort being able to bring it to the stage of getting reported. The reason of the failure was that the bill legislated out of office a number of politicians, and against their influence all considerations of the welfare of the schools were as the dust of the balance.

The New Jersey Legislature met this year under peculiar circumstances. A political revolution had taken place in the State, and circumstances were such that party feeling was more than usually strong. There were many who feared that the public school system of the State would be thrown into the field of party politics. Instead of this, the Legislature, in changing the law in regard to the governing body of the schools, eliminated everything which might give it a partisan bearing, and left in the hands of the Governor, who was of the opposite political party to the majority in the Legislature, the power to appoint the members of this Board.

The result is, not only that New Jersey has a State Board of Education eminently fit for their duties, but that political considerations have been, probably for all time, shut out from the public schools.

A law looking to the better organization of the schools by substituting the township for the district as the unit, legislating out of office six thousand local trustees, was passed by a large majority. Against all the opposition of these men, based on personal grounds, the representa-

tions of educational experts that the change was for the good of the schools prevailed overwhelmingly.

What makes the difference? We have politicians in New Jersey as well as in New York, the same party was in power in both states, human nature does not vary very widely on the two sides of New York Bay. The difference is that in New Jersey the people value and are proud of their excellent public schools. The most hardened politician knows that the most unpopular thing he can do, the thing that will most surely be remembered and used against him, is to injure the public school system. When New York and other states have as strong and as outspoken a public sentiment on this subject as there is in New Jersey, they will free their schools from the curse of politics.

There is among some people a great deal of misunderstanding as to what is needed to make a good teacher of deaf children. It is sometimes said that these pupils can for the most part learn only a little, therefore their teacher need know but a little; they come mostly from humble homes, therefore it is not necessary that they have the example of refinement constantly set before them; they are very apt to be narrow in their views, given to idle gossip and prone to believe evil of others; therefore any one is good enough to serve as an example and guide to them. If any one in authority over a school for the deaf allows such ideas to govern in the selection of teachers and officers we might well rebuke him in the words of holy writ: "Out of thine own mouth will I judge thee." "Thou knewest that" these children knew less than other children; "thou oughtest therefore" to have found for them teachers who know more than other teachers, so that whether the child asks about a flower or a beetle or a lump of coal, the knowledge he craves may not be denied him.

If a child has had no opportunity at home for learning courtesy and grace, the more reason why in his school home he should acquire these advantages as a partial offset to his special misfortune.

If your charges tend to become narrow and petty, then they are the ones who more than others need to be surrounded with an atmosphere in which jealousy and scandal shall die out, and in which interest in "what is true and beautiful" shall be awakened.

If we are equal to our work in intelligence, in energy, in devotion, our pupils will reward our efforts by developing in mind and in character so that we may have such a pride and such an affectionate interest in them, and will repay us with such a gratitude as perhaps teachers in other fields hardly know.

## LOCAL NEWS.

—Mrs. Porter has had quite a number of orders for china lately, —more than she has been able to fill.

—One of our boys has a flying squirrel which he found in the area of the boiler-house. It is regarded as quite a curiosity.

—Principal Jenkins says he has on file an unusual number of applications for admission next September. He looks for a large attendance next year.

—Miss Allen, of the North Carolina Institution, paid us a flying visit on the 14th. The Misses Brown were glad to meet her, having been associated with her some years ago in Milwaukee.

—Weston Jenkins, Jr., is an enthusiastic photographer. His present outfit is rather simple and inexpensive but he expects to do a good deal of work with it in the country during the vacation.

—Harry Smith has been doing some printing for Mr. Jenkins lately, working in play hours. He earned enough money to buy a rifle and to pay his expenses home on Decoration Day. He will make a printer.

—Robert E. Maynard, of Yonkers, N. Y., and Seymour Berry, of Walton, N. Y., last week were the guests of Mr. and Mrs. Porter. Both are good printers and jolly good fellows, the latter being connected with the Walton *Reporter*.

—Mr. and Mrs. Jenkins expect to attend the meeting of the Association at Chautauqua in July. They will spend the rest of the vacation at their summer home at Englishtown, from which Mr. Jenkins will pay frequent visits to the institution.

—Our boys have been playing a series of base-ball games with the team of the watch factory and have succeeded in winning three straight games. They feel quite pleased, as they have not been able to put in the field as strong a nine as they have sometimes had.

—Mrs. A. V. Manning, the wife of a former Trustee of the school, remembered us on the morning of the exhibition with a large basket of roses of every tint and of exquisite fragrance. Mrs. Manning has observed this custom, we believe, ever since the first exhibition was given here.

—The seventeen year locusts have appeared in the southern part of the State, and we learn that they are very numerous in Monmouth County, only twenty miles from Trenton. They are said to injure trees by piercing the twigs to deposit their eggs, but we believe they do not destroy grass and vegetables.

—The Trenton Passenger Railway Company are pushing the work of substituting electricity for horse

power over all the tracks operated by them. The work was very much delayed by the long rainstorms which have prevailed for weeks past, but will doubtless be completed before our next number is out.

—Miss Prudence Burchard, a teacher in the New York Institution, called at our school on Saturday, the 9th instant. She thought the arrangement of the building homelike and cheerful. She is an old friend of Mr. and Mrs. Jenkins, Mr. and Mrs. Porter, Miss Dey and Miss Christmas, who were all very glad to see her.

—Little Luigi Cianciardo, who has been ill for some time, has a trouble in his hip which may be only muscular rheumatism, but which Dr. Lalor fears may develop into disease of the hip joint. Mr. Jenkins is taking measures to get him admitted to a hospital where he may have the best treatment, in the hope of averting the danger.

—Owing to the appearance of scarlet fever among the pupils and to the danger of its spreading and so preventing the sending of the children home, it has been decided to close the school a week earlier than the regular time. Our readers will kindly pardon a large number of mistakes than usual, owing to the necessary haste with which the present number has been made up.

—The new Mercer Hospital, on Prospect Hill, was opened to the public with an afternoon reception on the 18th of May. The building has one of the finest sites in the city and is an ornament to the neighborhood. The plan of the structure is admirable in every way. It has been suggested that the pupils of this school give an entertainment in aid of this charity.

—We print elsewhere an account from the *True American*, of this city, of our exhibitions given on the 12th instant. The day was very hot, but with this exception, every thing conspired to make the occasion a pleasant one. The steward, matron and teachers did every thing that could be done to make things move smoothly and to contribute to the pleasure of our visitors.

—Miss Ruth Jenkins arrived in New York May 29, on the steamer Saale, after a year's absence in Europe. Most of the time she spent with relatives in Zurich, Switzerland, making brief visits to points of interest in that country, Italy and Germany. She enjoyed her stay abroad very much and made the ocean passage both ways very pleasantly, although on the return the weather was quite rough.

—The following illustration of genuine British tact lately came to our knowledge. Mrs. A. (an English lady) to Mrs. B. (an American ditto): "My dear Mrs. B., do you know, I am so much pleased with your niece. She is bright and interesting, and so

perfectly well-bred. Of course, American girls as a rule are pretty and intelligent, but you don't look for good breeding among them."

—Among the visitors at our exhibition we were glad to see Mr. Peter Gaffney formerly the instructor in carpentry at this school. Mr. Gaffney was the first person placed on the pay-roll of the school, having been employed on the repairs of the building when it was first set apart for its present purpose. We are glad to know that he is doing well in his new business on Warren Street near State, where he keeps a variety of cigars in all the popular brands.

—This is a very busy month for all concerned. The annual exhibition of the work of the pupils, the examinations and getting ready for vacation make the scene of school life unusually active. Most of us have to complete a month's work in two weeks. And then after all the pupils who have homes to go to have been taken or sent home and the homeless ones have been sent to the seashore in the care of some kind mistress, the annual house cleaning will commence.

—The new building of the Hamilton Avenue Methodist Episcopal Church was dedicated on Sunday, June 10th, with appropriate exercises. Principal Jenkins acted as interpreter for the deaf children who were present. One of the most beautiful things in the church is the stained glass window representing Jesus giving the deaf man his hearing, with the word "Ephphatha." This window is the gift of the class of deaf-mute pupils, who gave during the season two entertainments to raise money for the purpose.

—The pupils gave a very creditable entertainment on the evening of May 30, in the chapel of the school. There were several scenes as follows: "Summoned to the Field," "Camp Life; Drill," "Camp Life—Around the Evening Fire," "Battle and Victory," "Carrying off the Wounded," "Home, Wounded," "When Johnny Comes Marching Home," "Decoration Day—Honor to the Dead." Lizzie Cassidy and Flossie Menow danced and Josie Hattersley recited "The Star Spangled Banner" in signs. Among those present were Mrs. and Miss Ruth Jenkins, Miss Bunting and her mother, Mrs. Hewitt, Miss Hasty, Mrs. King, Mr. Bowker, Wallace Cook and others.

Through the kindness of Mr. Geo. S. Porter, I have received copies of a little paper formerly published at the New Jersey school, called "The Printer's Apprentice." The aim and object of its publication was to acquaint the boys with facts relating to their trade, and to amuse and instruct by means of interesting bits of printer's lore. Considerable technical matter is included, most of it adapted to the understanding of the young mind, and all of it bearing the impress of a master hand at printing. Such a paper could not help but be of advantage to the pupils, and it is to be regretted that the facilities of his office prevented Mr. Porter from continuing its publication this year.—*Weekly News (Cal.)*

## JUNE.

Flowery June,  
When brooks send up a cheerful tune,  
And groves a joyous sound.

—H. C. Bryant.

'Twas an evening of beauty; the air was  
perfume,  
The earth was all greenness, the trees were  
all bloom.

—Whittier.

White clouds, whose shadows haunt the  
deep,  
Light mists, whose soft embraces keep  
The sunshine on the hills asleep!

—Whittier.

Gather rose buds while ye may,  
Old Time is still a-flying;  
And the same flower that smiles to-day  
To-morrow will be dying.

—Herrick.

Rose, thou art the sweetest flower  
That ever drank the amber shower.

—Moore.

You love roses—so do I. I wish  
The sky would rain down roses, as they  
rain  
From off the shaken bush. Why will it  
not?  
Then all the valleys would be pink and  
white  
And soft to tread on.

—George Eliot.

## AS OTHERS SEE US.

The SILENT WORKER for May contains a splendid and life-like portrait of President Edward M. Gallaudet, of the National College for the Deaf, at Washington, D. C. The SILENT WORKER is nothing if not extra-well gotten up.—*Deaf-Mute's Register*.

The April number of SILENT WORKER of the New Jersey school, has excellent portraits of Dr. I. L. Peet, the emeritus principal of the New York Institution, and of his accomplished wife, with an interesting sketch of each. There are many who do not know that Mrs. Peet is herself deaf, a graduate of the New York Institution, and was a pupil of Dr. Peet.—*Canadian Mute*.

We have just been enjoying a rich literary treat in the May number of the SILENT WORKER published at the N. J. School for the Deaf. It gives us the picture and history of our warm friend, Dr. E. M. Gallaudet, President of the Gallaudet College. We predict plenty of patronage for it because it is always well illustrated and replete with very interesting reading matter. It is a credit to that school.

The history of Dr. Gallaudet is so interesting to read that we will reproduce the first half of it in our next issue and the other in another after this.—*Deaf-Mute Critic*.

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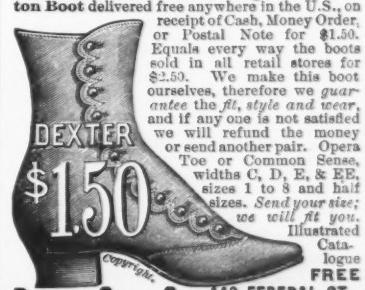
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## THE SCHOOL ROOM.

All articles relating to school-room work will come under this head. This department is conducted by ROWLAND B. LLOYD, A.B., to whom all articles on kindred subjects should be addressed.

With this issue closes Vol. VI. of the SILENT WORKER which will not appear again until September. We have endeavored on this page to give truthful examples of the work performed by the pupils in this school. All the various exercises have been taken from class-room work and have not been specially manufactured for the paper. They represent all grades from the lowest to the highest, i.e., from the first year to the eighth inclusive. While some of the pupils are smart enough to take up more advanced studies, we have preferred to confine them to a common school course, believing that persistent training in the chief subjects of such a course, will result in more benefit to them than a smattering of science and history.

R. B. L.

## Object Lessons.

(The statements are taken down, after being corrected, as the pupils make them. They are second year pupils.)

## A KNIFE.

It is a knife. It has two blades. They are tarnished. It has a black handle. It is large. It is heavy. It is dull. It is for cutting. I have none.

## A LILAC.

It is a lilac. It is purple. It is pretty. It smells sweet. It grows on a bush. The flowers are small. It grows in the yard.

## A LEAF.

It is a leaf. It is small. It is green. It is smooth. It is pretty. It grows on a tree. It does not smell. It has veins.

## Miscellaneous Questions.

1. When is Christmas?
2. Which is the shortest month?
3. Which months have thirty-one days?
4. Which months have thirty days?
5. Which is the middle day of the week?
6. On what day is there no school?
7. When is Washington's birthday?
8. What day of the week is to-day?
9. When is Independence Day?

## (Answers.)

1. Christmas is on December 25th.
2. February is the shortest month.
3. January, March, May, July, August, October and December have thirty-one days.
4. April, June, September and November have thirty days.
5. Wednesday is the middle day of the week.
6. There is no school on Saturday and Sunday.
7. Washington's birthday is on February 22.
8. To-day is Thursday.
9. It is July 4th.

## Reproduced Stories.

A small dog, which weighed only

three pounds, had a fight with a large black snake at Schwenkville, Pa., and saved the life of a little three-year old child. The child was asleep on the door-step and the dog was lying near her. The dog sprang upon the snake which coiled about the dog and tried to squeeze it to death. The child was awakened and her cries were heard by a man who hastened to the spot and killed it with a stick. The village folks are lionizing the little dog.

A man who lived in Montana set a trap to catch a wolf which had committed depredations. One day he came to the trap and found a large eagle in it. He was very much surprised. He took the eagle home. He made a large cage for it. Every day he fed the eagle. Sometimes he gave it a little rabbit or a bird. The eagle grew tame. It fed from the man's hand. The man bound up the eagle's wounded leg. He let it out of the cage. It could not fly far, because its wings were cut. It wandered farther and farther every day. The man thought the eagle might be lost if he did not shut it up. One day while he was looking for it, he heard the report of a gun. He went to the place whence the sound came and found the eagle dead. A hunter had thought it was a wild eagle and had killed it. The man had it stuffed. He put it on the top of a book-case.

R. E.

## A MUSKET.

There is a musket in this school room. It consists of a stock, which is made of iron, and a barrel, which is made of black walnut wood. It has a ramrod which is made of steel. It has a percussion lock. The lock consists of a hammer, a nipple and a trigger. There are three sights on the top of the barrel. The butt is shod with iron. The stock is fastened to the barrel by screws and three rings round it. It is an old fashioned gun, but it is good. It is not loaded. It weighs 8 pounds. It can shoot about 500 yards. The diameter of the muzzle of this gun is  $\frac{1}{2}$  of an inch. It was in use in some battle some years ago.

## THE SPIDER.

The spider is not an insect, because the spider has eight legs and the insect has six legs. The spider makes a web and spins its thread. It is smarter than the insect. It is a flesh-eater and its mouth is therefore made for biting. It generally sucks the blood from the bodies of its prey instead of eating them. It gets flies by catching them in the web. If it feels any movement of the web, it runs out to the victim and seizes the insect in its jaws. As soon as the insect begins to feel the poison of its bite, it dies.

## TREES.

We are grateful to have the trees and other plants. The apple-trees, pear-trees, peach-trees, and other trees are the most useful for food. They grow in the temperate zones. Mahogany and rose-wood are used to make pianos and other furniture and they come from Brazil, Central America and the West Indies. India-rubber trees are valuable for their sap. The palm-trees are very good

to supply many fans and we can buy one for a few cents. Other palm-trees are useful to give wax for candles and they grow in Brazil. The most valuable lumber-trees are the pine, the hemlock, the oak, the ash and the walnut; and they are useful for building houses. If there were no lumber-trees, they would not make houses any more. We have many delicious fruits which grow in warm countries and they are useful for food. The fruit-trees must have water to make them grow. All animals depend upon plants for their lives. If there is no grass they will die. People put seeds in the ground and the trees and plants grow from them. The plants in hot regions are different from those in the cool countries. In hot countries the people live almost wholly on the fruit of trees which supply good food. Some trees and plants give us clothing and medicine. Negroes in Africa and South America cover the roofs of their huts with palm-leaves. Some palm-leaves are thirty to fifty feet long. They have many banana-trees, cocoanut-trees, fig-trees, date-trees, and pine-apple trees in their countries. In their countries there are no pear-trees, peach-trees, cherry-trees or apple-trees. These do not grow in hot regions. They are different from tropical fruit. Some body called the flowers the *Smiles of God* and they look very beautiful. My favorite flower is the rose.

E. B.

## Arithmetic.

Mr. Miller moved from New York to Kansas in 1867. He had sold his farm in New York for 13729 dollars; his 6 horses at 131 dollars apiece; 9 cows at 47 dollars each; 2 mules at 82 dollars; 23 sheep at 9 dollars; his farm tools for 324 dollars, 12 tons of hay at \$11 a ton; and some of his household goods for \$214.

1. How much did he get for all his animals?
  2. How much did he get for all except the farm? How much for all?
  3. How long ago did Mr. Miller move to Kansas?
  4. He bought tickets from New York to Topeka, Kansas, for himself, wife, and each of his five grown up children, paying 26 dollars apiece for them. How much did the tickets cost?
  5. Their train traveled 27 miles an hour. How many hours did it take them to go to Chicago, a distance of 945 miles?
- |          |        |         |          |
|----------|--------|---------|----------|
| \$131    | \$47   | \$82    | 23 sheep |
| 6 horses | 9 cows | 2 mules | \$9      |
- 
- |                              |       |       |       |
|------------------------------|-------|-------|-------|
| \$786                        | \$423 | \$164 | \$207 |
| 786 + 423 + 164 + 207 = 1580 |       |       |       |
1. He got \$1580 for all his animals. Animals.....\$1580. Tools.....324. Hay.....132. Goods.....214.
  2. For all except the farm, \$2250. 13729  
\$2250
  3. He moved from New York to Kansas 27 years ago.

4. He got seven tickets which cost \$182.
5. It took them 35 hours to go to Chicago.

G. R.

A huckster bought potatoes at 80 cents a bushel, and retailed them at 20 cents a half peck. What did he gain on a day's sales of 8 bu. 2 pks?

\$ .80	$\frac{1}{2}$ bushels = 8 bu. 2 pk.
\$ 6.40	34 pecks = 8 bu. 2 pk.
40	40

\$6.80 \$13.60 cost.

\$13.60 selling price.  
6.80 cost.

\$6.80 gain.

A grocer bought 10 bushels of nuts at \$1.25 a bushel, and retailed them at 8 cents a quart. How much did he gain?

\$1.25	10 bu.

\$12.50 cost  
32 quarts make a bushel  
10 bushels

320 quarts.  
8 cents a qt.

\$25.60 selling price.  
12.50 cost.

He gained \$13.10

## DID NOT DO FULL JUSTICE.

Since the printing of the first pages of the SILENT WORKER, I have learned that I did not do full justice to the Arkansas Institute as that school has jumped ahead to a present enrollment of one hundred and sixty-eight pupils.

G. H. Q.

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AGENTS.

TRENTON, N. J.

## TEACHERS' MEETING.

The Teachers' Meeting for May was held on Friday June 1st, at 3 o'clock. The first subject proposed for discussion was—"What is the best method of teaching advanced classes in Arithmetic?" Dr. Quackenbos said that in this as in all kinds of teaching, the first requisite is so to present the subject as to awaken a lively personal interest on the part of the pupil. For instance, in finding difference of dates, let one of the pupils give the date of his birth and let others find his present age; in computing interest let the loan be made by or to a pupil's father for the purchase of a horse or for some purpose which the pupils will understand. The teaching should be of the most practical kind, by analysis rather than by rules and should be so directed as to make the pupil independent of the teacher, able to think for himself and to learn by himself.

Miss Florence Brown asked how we should teach fractions. Dr. Quackenbos said that the subject may be illustrated by objects of various sorts, especially by discs, and all kinds of operations may be clearly explained by the aid of the excellent "Fraction Teacher" devised by Prof. Denison.

Miss Edith Brown said that the idea of fractions may be given to very young children.

Miss Bunting in teaching young pupils used an apple, and the children showed a lively interest in the process of division, and soon came to estimate accurately the fractional part which would come to each one and the relations of such part to the other parts and to the whole.

Mr. Jenkins said that arithmetic should be taught in connection with other studies, especially with information lessons. He gave as an illustration a recent lesson given in one of the more advanced classes. The subject was an old army musket of the pattern used in the Civil War.

*Q.*—"What is the calibre or bore of the musket? (The calibre is the inside diameter of the barrel.)"

*A.*—"It is about  $\frac{3}{8}$  inch."

"It is about  $\frac{9}{16}$  inch."

*Q.*—"Find how many  $\frac{3}{8} = \frac{9}{16}$  in. and how many  $\frac{9}{16} = \frac{3}{8}$  in."

*A.*— $62\frac{1}{2}\%$  and  $56\frac{1}{4}\%$ .

*Teacher.*—"Neither measurement is exactly right, but they are as near as you can come with that rule. The exact measurement is .58 in. You see that is between  $\frac{3}{8}$  and  $\frac{9}{16}$ . You could measure the bore exactly if your rule were divided into hundredths of an inch."

*Q.*—"Here is the bullet for that gun. How much do you think it weighs?"

*A.*—"One ounce," "an ounce and a half;" "Two ounces."

*Q.*—"Weigh it."

*A.*—"It weighs more than an ounce."

SCHOOL BOOKS MAPS CHARTS GLOBES 59 FIFTH AVE. N. Y. CITY W. B. HARISON.

*Teacher.*—"The exact weight is 530 grains. How much is that, in ounces."

*A.*—"I don't know."

*Teacher.*—"A pound avoirdupois contains 7000 grains, and there are 16 ounces in a pound."

*A.*—"It weighs about 1.21 ounces."

*Teacher.*—"A cartridge of this calibre (powder and ball) weighs 570 grains. A soldier in active service carries 40 rounds of ball cartridge in his cartridge box. What is the weight?"

*A.*—"3 lbs. 4  $\frac{4}{5}$  oz."

*Q.*—"What is the range of the gun? i. e., how far will it carry a bullet?"

*A.*—"I guess half a mile." "200 yards." "600 yards."

*Teacher.*—"Look at the sights. They are the flat pieces of iron on top of the barrel. You can raise and lower them. How are they marked, and what do the marks mean?"

*A.*—"They are marked 3, and 5. I guess they mean 300 and 500 yards."

*Teacher.*—"Yes: the musket will carry with accuracy about 500 yards. Where would a point 300 yards north of the stable be? What part of a mile is 500 yards? The gun will carry a ball about a mile with force enough to kill a man. Weigh the gun. Suppose you want to send 5000 guns to the army. How many tons would they weigh?"

Similarly, if the teacher, when discussing coal mining will give the price per ton, the tonnage of ordinary coal cars, the average monthly consumption of a boiler, and will have the pupils reckon from these data, they will find the work useful both as practical training in arithmetic and as fixing the other facts in relation to the subject under consideration.

The second subject for discussion was "The best way of teaching new words after the first year."

Miss Florence Brown had used actions and pictures but had read in the *Educator* that a new word should always be taught by the use of other words. She had read somewhere that a child should be made to define words as he learns them. Miss Christmas thought that it was not wise to insist on any one way of teaching a new word.

Mr. Jenkins did not believe in defining words. An average person can not give a satisfactory definition of one in five of the words he can use freely and with substantial accuracy. Let the pupil learn words in their connection. If he is reading a story, don't let him lose the thread of it while you expound the various shades of meaning of a word that stops him. Give him enough of its meaning to make sense in its present connection and let him go on. If a pupil balks at an unimportant word it is some-

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J. M. GREEN.

times well to strike out the word and let him read the sentence as a whole with that place blank, then fill it in by conjecture.

The third question was "What is the best method for developing patriotism among our pupils?"

Mrs. Keeler said that such a celebration of Decoration Day as we had just made was useful in this way.

Mr. Jenkins said that if we understand by patriotism a mere love for the glamour of war and an unreasonable belief that every thing American is necessarily better than any thing else of its kind, it would be better not to teach it at all. But if we can teach our pupils to associate with the idea of loyalty to the flag, the notion of obedience to rightful authority, of self-respect and of regard for others, patriotism will then be an ennobling sentiment.

We may refer with patriotic pride not only to exhibitions of gallantry on the battle field, but to faithfulness in the performance of duty, to generosity in the relief of suffering and



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in general to "whatsoever things are honest and of good report," among our people.

In closing the meeting the Principal spoke with gratification of the interest which the teachers had taken in the conduct of these meetings through the year, and hoped the next year would bring even more of interest and profit in these discussions of various phases of our work.

## OUR NEW YORK LETTER.

A Little Talk with Graduating Young Ladies and Gentlemen—What is the Peet Memorial Committee Doing?—“The Silent Worker’s” Bright Prospects—Our Usual Touch on Wide and Varied Topics.

(From Our Regular Correspondent.)

[Subscriptions to THE SILENT WORKER may be sent to Robert E. Maynard, 20 Terrace Place, Yonkers, N. Y. He will also supply other information relative to the paper upon application.]

With the month of June comes the closing of our schools for the deaf; many of the school papers that grace our desk through the courtesy of principals and publishers will cease, for a few months only we hope. Vacations will be in order and our population will be increased by the advent at home of scholars of both sexes. Then there comes in the sweet girl graduate and the airy young man who lay down school books and join the great army of “grads.” They will leave school with the knowledge that they are welcomed into the outside fold; they will have learned self-reverence, self-knowledge and self-control. These three things alone will lead you to a life of sovereign power. Thought has out-lived its childhood, yet it will not have reached a growth from which reason and experience lead to visions more radiant than early intentions.

\* \* \*

Our thoughts upon graduation are many and inspiring; youth has great ideas and schemes innumerable unfold their buds. The tempest rises, one by one they drop to the surface, until but one life intention is left on the stem, and the final success of this will depend on the energy and animation of its possessor; but eventually after many hard knocks it will stand out boldly. What a glorious reward.

\* \* \*

The zone of unquestioning youthful fancy has been reached. The zone of culture and just imagination is not yet reached.

\* \* \*

This is an age of specialists. The man who is everything by turns and nothing long, will not succeed to-day. Wonderful prodigies who can do most things moderately are not wanted. The demand of the world is for a man and a woman who can do one thing, but do it well.

\* \* \*

Do not wait for something “to turn up.” No great general waited for the battle to come upon him; he sought the field of battle and conquered. Life’s fleeting moments are too precious to waste. Let this truth sustain your effort. If you cannot succeed in America, the probabilities are that you cannot succeed anywhere. It is the home of honest endeavor.

\* \* \*

Look at the great general and statesman, Ulysses S. Grant. When the President of the United States was

reviewing the cadets at West Point astride a black charger, Grant remarked to a fellow cadet, “Some day I’ll ride a charger and review the American troops.” His fellow cadets laughed and made sport of him. But how true his words came. He rose rapidly by dint of energy. It was his life work and what a reward was his.

\* \* \*

Graduates, lend your influence to the establishing of an Alumni Association of the school you hold dear at heart, if one already does not exist. If otherwise, lend your thoughts and work to the maintenance of same and the keeping up of school ties. Your organization should emulate the alumni of the colleges, in those methods by which they seek to aid the advancement of the standards and an increase in the popularity and strength of your institutions. You should study and discuss the school in your daily meetings with a view to development of all the ways and means by which the cause of popular education can be advanced and your own Alma Mater benefitted. Your recommendations will be entitled to special weight, as coming from those who have had their inside experience as pupils.

\* \* \*

A declaration of these views and the following of them, will prepare your minds to understand me, when I say, those young ladies and gentlemen who will propose the effecting of alumni organizations of their schools, will, in so doing, have rendered a great service to the cause of deaf-mute education and their own alma mater in particular.

\* \* \*

The April and May numbers of the SILENT WORKER were in great demand in New York City and although we distributed many more copies than usual, the supply ran short. Too bad, but our advice to those who suffered the misfortune of not getting a copy of this splendid monthly, is that they order the paper in advance. Otherwise an early subscription will be the sure means of receiving the paper and then it costs but 50 cents a year, or an average of 5 cents a copy. Surely it is worth more than that. Subscribe for it now for the next school term and receive the June number free of charge.

\* \* \*

The proposition, credited to the columns of the WORKER, of organizing an International Union of Deaf-Mutes in the United States and of those Europeans so inclined—that is, of the many associations, clubs, societies, circles, etc., of deaf-mutes—has met with general favor. The deaf are subject to heavy and troublesome yokes. The influence of 40,000 deaf-mutes under the jurisdiction of such a proposed union would go a great way to raise in the world many of our fellow mutes to positions of honor and

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trust under the government. We have got to look for such positions and work also. Do not wait for “something to turn up.” Go and seek it. We often look back with profound sorrow upon many excellent propositions and suggestions made at conventions that have been allowed to writh in the dust and lie neglected. What we want is a body to act upon such questions of the day and to obtain by ballot the opinion of every deaf-mute and send such to the national deliberative body. Such an International Union will fill the bill.

\* \* \*

What if an “infantile” shout goes up from us once in a while. Just because we are an infant some writers jump on us from that cause apparently only. Just wait until our “infantile mind” catches up with those conceited know all’s. Anything that speaks for the truth, no matter if its an infantile wail, is sure to be heard and oftentimes the young element can lay claim to originality that far outshines any that was submitted to the press by old, experienced but stale and crusty writers.

\* \* \*

Next September, with the first issue of the WORKER, we propose to add many new features, and such original ones as we have heretofore. It is unnecessary here to mention such with a flourish of trumpets. We leave that part for you to judge. We trust the WORKER’s many readers have received their money’s worth during the past year, and that their names may continue to grace the mail list. We confidently hope to again take up our pen in the Fall, in the meantime wishing our many readers a pleasant summer with abundant good times and enjoyable outings.

\* \* \*

The editor tells me that the paper will, provided unforeseen difficulties do not arise, put on a marked improvement in the Fall; that the present quarters will be shifted and the press work done on a new two revolution press of the latest make.

\* \* \*

Its a long time since we read topics so interesting as “Sketches South and West,” written Dr. G. H. Quackenbos. The true lover of nature cannot fail to admire his gifted manner of portraying the many and ever changing beauties of nature.

\* \* \*

A man breathes about eighteen times a minute and uses about 3,000 cubic feet, or about 375 hogsheads of

air per hour.—Since that club-house talk began New Yorkers have breathed triple that number of times in the same number of hours propounding and expounding on the topic. By the way, it seems they are using a great deal of air. Will not Chicago, “the windy city,” send along some wind to blow into their wasting frames. Surely, some of the boys are getting thin; either from the weather or exhaling too much air.

\* \* \*

What has become of the proposition to build a memorial in honor of Dr. H. P. Peet, Ph. D., LL.D., first instructor and principal of the New York Institution on the occasion of the 100th anniversary of his birth. It’s time the project was started if it is intended to unveil the statue on Nov. 19th next or to have a house warming on that date.

\* \* \*

A sympathizer writes us: “Too bad that your alumni are not fond enough of their alma mater to meet once a year to foster a love for the same.” And our heart sank further still when she mentioned her alumni association was to meet and hold a banquet this month.

\* \* \*

The Grand Army man’s day, Memorial Day, passed midst bright sunshine and parades and music. Our fallen heroes were remembered with tributes of flowers and our orators had a good word for the departed souls. The G. A. R. parade was noticeably decreased in the number of veterans in line. Each year the ranks are lessened. Soon there will be but one survivor of the Civil War left from whose lips reminiscences will be heard, and when this one voice ceases the war will really pass into history.

\* \* \*

The game scheduled between the Fanwoods and Quad Club did not come off, owing to the nonappearance or inability of the latter team to show up. A game with a picked nine took place, however, and the Fanwoods simply made a race-track of the base paths.

\* \* \*

So the *Journal's* Los Angeles correspondent and “Said Pshaw” are billed to arrive in New York the latter part of July, and their invitation to writers for the deaf-mute press hereabouts to accompany them to “Old Coney” or any where else, is accepted by us, for one. Come right along, boys. Although New York is at its worst in mid-summer, there’s no end of good

times not within a mile and not more than five miles off.

\* \* \*

The latest and much talked of rumor of more changes at the New York Institution in the Fall seems rather an uncertainty to demand any discussion here. Anyhow, if any changes are made at all, we can only hope that such will be for the best,

given. Miss E. Crane, a very intelligent young lady, rendered "Nearer, my God, to Thee," in signs. President Nash gave a short address, saying he was much pleased to see so many present, and thanked them for helping the committee to make the affair a success. Among the deaf and a few hearing friends we noticed, were President Nash, wife and children;

issue of the SILENT WORKER for this school term, so we lay down our pen till September when we will resume our correspondence. We wish all our readers a pleasant vacation. The press too.

BERT.

**DEAF-MUTES MARRY.**

Trouble in Paris in Performing the Wedding Ceremony.

A deaf mute marriage is not an unprecedented event, although naturally it is a rare one. The Paris correspondent of the London Telegraph tells how M. Simonetti, a compositor, and Mdlle. Deraison, of no specified occupation, after having made love to each other in the language of signs invented by the Abbe de l'Epee—for they are both deaf mutes—resolved to marry.

They presented themselves before the Mayor of the Elysee District, and the nuptial knot was to be tied in due course, it being arranged that the bride and bridegroom should write on stamped paper the answers to the usual questions prescribed by the law. The function was, however, interrupted when the Mayor found that the witnesses as well as the bride and bridegroom were unable to hear or speak. The parties to the matrimonial contract energetically expressed astonishment and protestation on their fingers and with their eyes.

After a consultation between the Mayor and his assistants it was resolved that the coachman of the former official and a doorkeeper, both being, as the French phrase has it, "entendants-parlants," should be called upon to sign the wedding-register for a pecuniary consideration. This being agreed to by the bride and bridegroom, the marriage was completed in proper form.

It appears that if the compositor

and his chosen partner had gone to the Mayor's office of the Ninth District they would have been married straight off without any objection being raised to the incompetence of their silent witnesses. M. Emile Ferry, the Mayor of that arrondissement, has learned the signs used by the deaf and dumb, and frequently marries people unable to speak or hear, explaining the code to them and to their witnesses, if necessary, and asking the stereotyped questions in a way which enables them to comprehend.—*Phila Press.*

**ONE WOULD HARDLY THINK**

of sitting down to read a dictionary, and yet a dictionary is not a bad book to read. Says Emerson: "There is no cant in it, no excess of explanation, and it is full of suggestion,—the raw material of possible poems and histories." The Century Dictionary is really a most interesting book to read. Many of its definitions are essays in themselves, presenting in full and concise form the latest facts and deductions in science and art, religion and politics. No such great reference-book has ever before been given to the world. Sooner or later you will feel the need of this great work. Will you allow the present year to pass without owning it? By our instalment plan you may begin to enjoy the use of the dictionary *at once*, paying only a small sum down. We want every reader of THE SILENT WORKER to at least investigate the subject of owning the splendid book. Write to us and learn how favorable are the terms upon which it is sold. Send five two-cent stamps for the beautifully illustrated pamphlet of specimen pages. The ten cents just covers the cost of the pamphlet. Address The Century Co., 33 East 17th St., New York.



THE EDINBURG (ENGLAND) DEAF AND DUMB CRICKET CLUB.

and the pupils receive every benefit therefrom.

\* \* \*

The Proteans went on their fourth tally-ho drive on the 8th inst. They were favored with fine weather and a rousing good time. The route led past the "Old Homestead," "Ye Old Otken Bucket," erected in the year 1675 and still intact, and the "Historical Oak," also the old Dutch church, built in 1635. The Class of '94 won from the Quad Club at bowling in an exciting game by only four points. Owing to lack of space we are unable to go into detail.

Adieu.

INFANTE.

**JERSEY CITY AND NEWARK.**

(From a Regular Correspondent.)

[Mr. Charles T. Hummer is the authorized agent for THE SILENT WORKER in Jersey City and Newark, to whom subscriptions and news for the paper may be sent. Address: 225 Fifth St., Jersey City, N. J.]

The strawberry and ice-cream festival, given under the auspices of the N. J. D. M. Society, was a rousing success. The committee in charge of the arrangements and the one that selected the date—June 9th—showed wisdom, as the weather on that date was warm and made everybody thirsty for ice-cream. The festival was held at the hall, which was crowded to its utmost capacity and people did not stop pouring in till 10:30. The majority of the attendance comprised hearing people. This shows that they are interested in the society's welfare. Refreshments were served at nine o'clock and full justice was done. Story telling and recitations were

Misses F. Crane, Stestra and Mamie Housell, Grace Redman, Rachel Moses, Mamie Larkins, M. Helen, Mr. and Mrs. McManus, Mr. and Mrs. Thomas, Messrs. Morton Moses, Brown, John Shea, of base-ball fame; Joseph McInerney, Mrs. Charles Partington, Mrs. Kees and her daughters; Mr. Joseph Ward, son Walter, and his two daughters; Mr. and Mrs. William Hutton and daughter, Messrs. Newcomb, Limpert, John Frank, P. Kees, Enoch G. Carroll, John Reilly, Thomas Cosgrove, Waldron, Kees, Ward, John Black and Miss Sanford, Miss Ada Van Ness, Mr. and Mrs. Chas. Bothner, Messrs. Weil, H. Samuels, Misses Kearney, Wagner, Scholl, Fieberger, J. Brennan and Chas. Hummer.

**NOTES OF INTEREST.**

A surprise birthday party was tendered to Mr. Chas. McManus at his home last month.

Edward Manning has secured temporary employment in a job printing office.

Decoration Day in Newark was observed in the usual way.

Messrs. P. Kees and John Ward were present at the play, "Box and Cox," on Decoration Day eve. They think Mr. Ballin did his part exceedingly well.

Mr. and Mrs. Chas. McManus expect to spend part of the summer at Lake Hopatcong.

Miss M. Housell will make a sojourn in New York State during July.

Something prevents the society from holding a picnic this summer.

We are aware that this is the last

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"There is no cant in it, no excess of explanation, and it is full of suggestion,—the raw material of possible poems and histories."

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